An Analysis Of Crossword Puzzle To English Vocabulary Mastery

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ABSTRACT

In the learning process of teachers still have a very important role in transferring knowledge to their students. In addition, success in teaching is greatly influenced by student learning activities. A teacher must have the ability to empathize, be a unique listener, and can be a facilitator for students in solving their problems by themselves. This research was a descriptive qualitative. The purpose of this research is to increase students' vocabulary mastery by using crossword puzzle method. The subject of this research were 10 students. It consists of fourth (4) Males and six (6) Females. The instrument of this study a vocabulary test are interview and questionnaire. Based on the results of the interview first, only 60% of students who do not like English because it is considered difficult and 40% like English because it is considered easy. Second, half of or 50% of students memorize a lot of vocabulary and half or 50% don't memorize a lot of vocabulary. Third, all students or 100% of students state that teachers who teach in class are boring and monotonous. The fourth is that all students or 100% know about crosswords. Based on the results of the questionnaire the highest percentage or 100% who answered "Yes" is in the second statement "crossword puzzle method is very excited. While the lowest percentage or 30% who answered" Yes "is the seventh statement" I was very excited by learning English vocabulary ". Furthermore, the highest percentage or 70% for those who answered" No "was the statement to the full" I was very excited by learning English vocabulary ". And the last lowest percentage or 20% who answered" No "was on the statement sixth and twelfth.
Keyword: Vocabulary, Crossword Puzzle

ABSTRAK

Dalam proses pembelajaran guru masih memiliki peran yang sangat penting dalam mentransfer ilmu pengetahuan kepada siswanya. Selain itu, keberhasilan dalam mengajar sangat dipengaruhi oleh aktivitas belajar siswa. Seorang guru harus memiliki kemampuan berempati, menjadi pendengar yang unik, dan dapat menjadi fasilitator bagi siswa dalam memecahkan masalahnya sendiri. Penelitian ini merupakan penelitian deskriptif kualitatif. Tujuan dari penelitian ini adalah untuk meningkatkan penguasaan kosakata siswa dengan menggunakan metode teka-teki silang. Subjek penelitian ini adalah 10 siswa. Terdiri dari empat Laki-laki dan 6 enam Perempuan. Instrumen penelitian ini berupa tes kosakata berupa wawancara dan angket. Berdasarkan hasil wawancara pertama, hanya 60% siswa yang tidak menyukai bahasa Inggris karena dianggap sulit dan 40% menyukai bahasa Inggris karena dianggap mudah. Kedua, setengah atau 50% siswa menghafal banyak kosakata dan setengah atau 50% tidak menghafal banyak kosakata. Ketiga, seluruh siswa atau 100% siswa menyatakan bahwa guru yang mengajar di kelas membosankan dan monoton. Keempat, semua siswa atau 100% mengetahui tentang teka-teki silang. Berdasarkan hasil angket persentase tertinggi atau 100% yang menjawab "Ya" terdapat pada pernyataan kedua "metode teka-teki silang sangat bersemangat. Sedangkan persentase terendah atau 30% yang menjawab "Ya" adalah pernyataan ketujuh" I. sangat senang dengan belajar kosa kata bahasa inggris". Selanjutnya persentase tertinggi atau 70% untuk yang menjawab "Tidak" adalah pernyataan dengan penuh "Saya sangat senang dengan belajar kosa kata bahasa inggris". Dan yang terakhir persentase terendah atau 20% yang menjawab "Tidak" ada pada pernyataan keenam dan kedua belas.

Kata Kunci: Kosakata, Teka Teki Silang

INTRODUCTION

The existence of teachers and students are two important factors, because between the two have a bonded relationship. Student learning activities are influenced by the way teachers teach. Likewise with the teacher's role is determined by the presence of students. However, in the learning process of teachers still have a very important role in transferring knowledge to their students. In addition, success in teaching is greatly influenced by student learning activities. A teacher must have the ability to empathize, be a unique listener, and can be a facilitator for students in solving their problems by themselves.

Learning is a change that occurs through practice or experience, in the sense that changes caused by growth or maturity aren't considered as learning outcomes, such as changes that occur in a baby. Behavior that changes because learning involves various aspects of personality, both physical and psychological, such as: changes in understanding, solving a problem, thinking, skills, abilities, habits, or attitudes. Various kinds of games provide scope for students to develop their skills and understanding of learning. One of the educational games that are often used as a learning method is a puzzle game.

According to Abdullah (2008:38) Puzzle is a game that is entertaining and can be enjoyed by humans, but has a great urgency in developing the imagination and thoughts of innovators in humans. Because, humans are forced to concentrate and use their thinking power optimally in order to solve them. Even humans need a certain level of imagination in order to understand and capture the dimensions of the puzzle. Puzzle is unusual question that requires thinking that is unusual and not directly to be answered correctly. In the process of teaching and learning activities, teaching English is a skill in resolving statements and questions. Productive vocabulary is the words that the students should be in using in their speech and writing (Harris; 1969: 48). Sometimes, productive vocabulary called active vocabulary (Astika; 2013: 75) Active vocabulary consist of those words which the learner use frequently and naturally in learner's writing and speaking (Siberman; 2016: 113).

vocabulary is the words which are used in speaking and writing skill. If the teaching of the English language is only taught using lecture course, the students will experience boredom or burn out and difficulty in learning. The process of teaching and learning activities like this will make students become bored. This resulted in reduced student interest in learning and low learning achievement. A person's interest is one of the internal factors in education and non-education which is thought to have something to do with achievement. Interest has an important role in learning activities. If the material of the lessons learned are not in accordance with the interests of students, then students will not learn well, because there is no appeal for him. Therefore, to overcome students who are not interested in learning, teachers should try to create certain conditions so that students always need and want to continue learning.

In the sense of growing student interest in learning, one of which is to develop variations in teaching. With this variation students can feel happy, get satisfaction with learning and easily understand the material that has been delivered. From a developmental point of view, puzzle games are very appropriate and sufficient to foster student interest in learning. Thus, the game reinforces a positive attitude towards learning so that it helps students to develop self-confidence and self-esteem, become more independent and be level and the function of the teachers' questions during the English Online Learning during the Covid-19 pandemic. The research will take place at SMP Sint Carolus Bengkulu, because based on the preliminary research on March 2021, the researcher found that English Teachers at SMP Sint Carolus Bengkulu use Interactive Online Learning apps, such as Zoom meeting, Whatsapp Group, Google Classroom, and many more which can create teacher and students' interaction during the English Online Learning. Therefore, the title of this current research is

A responsible for their own decisions. Because basically kids like games, and one of them is puzzle . Through the crossword puzzle method students will learn something complicated and students will think how this crossword puzzle can be answered correctly.

METHODOLOGY

The type of the research that was conducted by the researcher was descriptive qualitative research. In discussing best practice, Heighm and Crocker (2009:70) identified in descriptive research, the researcher presented a detailed, cotextualized picture of a particular case or phenomenon. The research purpose was simply to gain a deep understanding of the case or phenomenon itself, not to generalize this case to other cases or context. The research was conducted at SMP N 18 North Bengkulu, Enggano District in the 2019/2020 school year. The population was the one grade students of SMPN 18 Bengkulu Utara Kecamatan Enggano. The seventh garde of this school consist of one class with total 31 students. 2. Sample Sample was part or representative of population that will be research (Arikunto, 2013:174). In this research, researchers only took 10 samples. Moleong (2002:112) stated that the main source of the data in qualitative research is word and the actions, and other things are as the additional data like documents and many others. The main source of the data was taken from the resource through the direct observation and it can be word and the actions during observation.

There were two source of main data: *first*, events The observing events which were conducted in this research are the English Vocabulary process at the seventh grade students of SMP N 18 Bengkulu Utara Kecamatan Enggano. *Second*, Informant The informants in descriptive qualitative research are often called as a respondents, which means people who give the informantion for the research. The Technique to collect the research data, based on the aim of the research, the researcher applied to use three research instrument, namely: observation, interview, and document. Observation is a kind of activities in action research that enables researcher to document and reflect systematically upon classroom interaction and events, as they actually accur rather than as we think they occur. Thus, the observation was the observing the object by the data, not only the document, which is observed the researcher also uses interview with the students to get some information.

Interview has been done to the respondents orally to gain detailed information. Sutopo (2002:59) said that interview in the descriptive qualitative research was generally done by giving the opened question which purposed to gain the deep information and it is done by using the unstructured formally thighs in order to get the view of the subject observed about many things that bring advantages for gaining the detailed information. The researcher interview is done through. In descriptive research, techniques of analyzing the data were used in order to synthesize the data collecting from various source into a coherent descriptions of what the researcher had been observed and discovered. Regarding with this research, the researcher used data analysis based on miles and Huberman Model (2005:20).

FINDING AND DISCUSSION

Finding

In this chapter, the researcher would present the result of questionnaire and interview. In the research finding, there was data that are presented in this section. Namely, the presentation of crossword puzzle data to analyze students' English vocabulary. The first data obtained from the results of the interview. The second data obtained from the result of the

questionnaires. Description of Result This study collected data with a variety of technique questionnaire. The questionnaire was conducted in this study as a data reinforcement. The Result of Interview The interview technique is carried out by first determining the sources in accordance with the research questions. From question number one many state that learning English is difficult and boring. Based on the data, it can be concluded that 4 students (40%) who stated that learning English was easy and 6 students (60%) said that learning English was difficult. The second question states that there is a balance between those who memorize vocabulary and those who do not memorize vocabulary.

Tabel of English Lesson

Category	Number of Students	Percentage
Easy	**4**	**40%**
Difficult	**6**	**60%**

Based on the above table it can be concluded that 4 students (40%) who stated that learning English was easy and 6 students (60%) said that learning English was difficult.
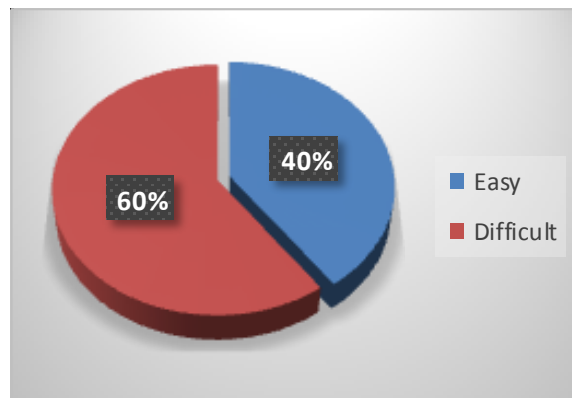

Diagram 1. English Lesson

Tabel 2. Vocabulary Memorization

Category	Number of Students	Percentage
Memorize	5	50%
Not Memorize	5	50%

Based on the above table it can be concluded that 5 students (50%) students who memorize vocabulary and 5 students (50%) said students who don't memorize vocabulary. After that, from the third question stated that the average teacher who teaches the class is boring and monotonous.
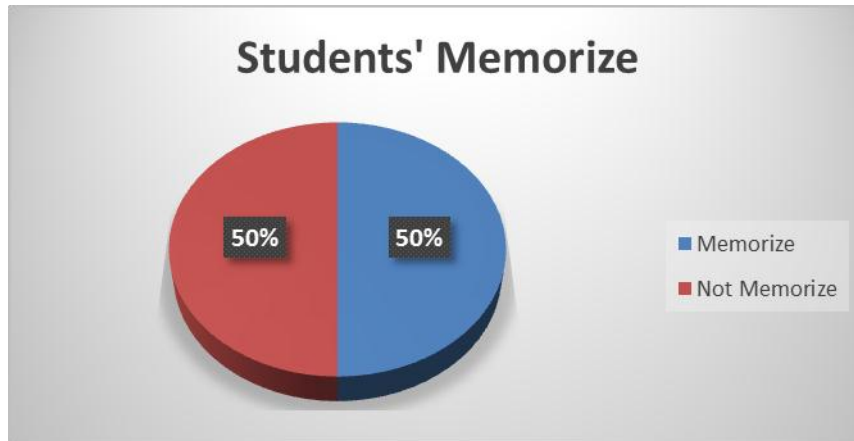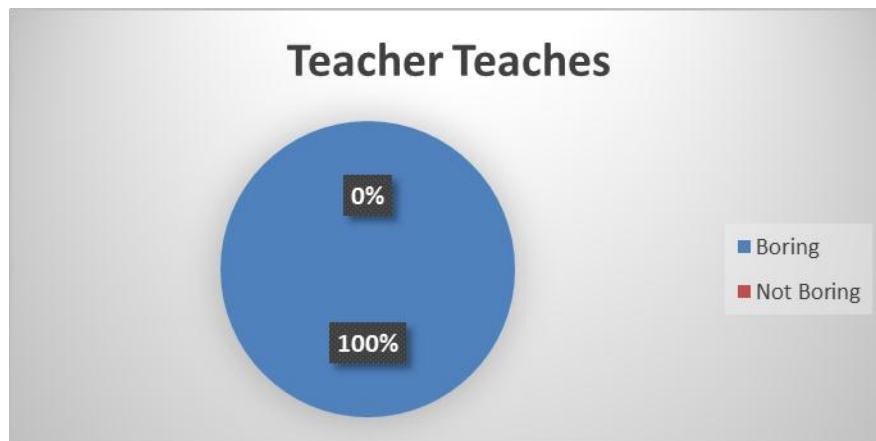
Diagram 2. Student's Memorize

Tabel 3. Vocabulary Memorization

Category	Number of Students	Percentage
Boring	10	100%
Not Boring	0	0%

Based on the above table it can be concluded that 10 students (100%) students said the teacher who taught the class was boring. Furthermore, from the fourth question all students stated that many knew crossword puzzles.

Discussion

Based on the data, it can be concluded that 5 students (50%) students who memorize vocabulary and 5 students (50%) said students who don't memorize vocabulary. After that, from the third question stated that the average teacher who teaches the class is boring and monotonous. While the number of respondent taken into the sample we are 10 respondents, consisting of 4 boys and 6 girls. The data showed the studets's answer for the question number one, seven participants (70%) was answered "yes" and three participants (30%) was answered "no". The participants (100%) was answered "yes" and there are none participants (0%) was answered "no". The results of the questionnaire number three show that The

questionnaire number ten show that four (40%) was answered "yes" and six partisipants (60%) was answered "no. The result from questionnaire question number four show that six participants (60%) was answered "yes" and four participants (40%) was answered "no". The questionnaire number five show that four (40%) was answered "yes" and six partisipants (60%) was answered "no" There were eight participants (80%) answered "yes and two participants (20%) answered "no". There three participants (30%) answered "yes" and seven participants (70%) answered "no". There seven participants (70%) answered "yes" and three participants (30%) answered "no". There were six participants (60%) answered "yes" and four participants (40%) answered "no". The questionnaire number ten show that four (40%) was answered "yes" and six partisipants (60%) was answered "no. There are seven participants (70%) was answered "yes" and three participants (30%) answered "no". There were eight participants (80%) answered "yes and two participants (20%) answered "no". The questionnaire number thirdteen show that four (40%) was answered "yes" and six partisipants (60%) was answered "no. There four (40%) was answered "yes" and six partisipants (60%) was answered "no. And the last results of xli questionnaire The questionnaire number teen show that four (40%) was answered "yes" and six partisipants (60%) was answered "no.

Disscusion Based on the results of the interview, it can be concluded, first, only 60% of students who do not like English because it is considered difficult and 40% like English because it is considered easy. Second, half of or 50% of students memorize a lot of vocabulary and half or 50% don't memorize a lot of vocabulary. Third, all students or 100% of students state that teachers who teach in class are boring and monotonous. The fourth is From the transcript, it can be seen that teacher asked questions in the purpose of making sure that the students can follow the teaching and learning, so that they can be active and can engage more to the lesson. Based on the teacher's perspective, it can be concluded that the teacher focused on the students' knowledge and class interaction. The interview also revealed that all students or 100% know about crosswords.

Based on the results of the questionnaire above it can be concluded that the highest percentage or 100% who answered "Yes" is in the second statement "crossword puzzle method is very excited. While the lowest percentage or 30% who answered" Yes "is the seventh statement" I was very excited by learning English vocabulary ". Furthermore, the highest percentage or 70% for those who answered" No "was the statement to the full" I was very excited by learning English vocabulary ". And the last lowest percentage or 20% who answered" No "was on the statement sixth and twelfth. Based on the result of the research which had been conducted in the third grade of SMP 18 Enggano, it can be concluded that: From the results of my research, it turns out that the crossword puzzle method is very capable and can improve vocabulary memorization for student, the problem often faced by students is that monotonous teaching does not use any method so vocabulary memorization is very difficult for them, solution that can be given to students to make vocabulary memorization easier is not monotonous and always using methods that make it easier for students to memorize.

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